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When the junior college develops a Learning Resources Center, the audiovisual program may necessarily be merged with the print program or other needed graphic and media programs. When this happens, it will be necessary to increase personnel (librarians, audiovisual specialists, and aides) to meet the various skill needs. For greatest efficiency, a director may be appointed to handle the entire materials and media program. If Minnesota junior colleges are to meet their multiple goals, the authors feel that this will be best accomplished through a unified and integrated approach to the use of materials and media such as found in a Learning Resources Center. Recommendations for the purchase of audiovisual materials and equipment are given for a junior college of 500 students with a student/faculty ratio of 22:1. (HH)

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AN EXPLORATION OF THE LEARNING RESOURCES PHILOSOPHY AND SERVICE BEING DEVELOPED IN THE JUNIOR COLLEGES OF MINNESOTA

by

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In 1963 the Minnesota Junior College Board was created by the state legislature in order to provide for an orderly and unified approach to the problem of junior college education in our state. Until this time the junior colleges of the state had been operated under the jurisdiction of local school districts. Audiovisual services at each college had been handled by the audiovisual specialist connected with its district. When junior colleges came under the control of the Junior College Board, some audiovisual specialists and librarians chose to remain with their school system and some chose to go with the junior college. At present there is no uniformity in the balance between library and audiovisual specialists: Rochester Junior College has two librarians and an audiovisual specialist on itsstaff; Mesabi Junior College has a librarian who also serves as audiovisual specialist; and Lakewood Junior College has one full-time librarian and a part-time audiovisual director. Special provisions have been made for two types of faculty: teaching faculty and librarians. Each junior college was allotted one librarian for the first 1000 students and was assigned teachers on a student/teacher ratio of 1:22. When an audiovisual specialist is added, the position comes out of the student/teacher ratio. It would appear to be justifiable to provide for at least one audiovisual specialist per junior college. In our opinion this person could serve an institution enrolling up to 1000 students. The American Library Association and the Department of Audiovisual Instruction agree on the importance of maintaining personnel assignment standards equal to this recommendation.

The impact of new approaches to the learning process has already been experienced in high schools. The unique development in use of audiovisual tools has resulted in the establishment of Instructional Materials Centers in which an atmosphere of creative cooperation between librarians and audiovisual specialists bring about a coordination of instructional services needed to stimulate effective education. The idea of integrating materials and media has proved to be an effective organizational arrangement in K-12 public schools and some junior colleges. Minnesota's junior colleges are considering this development in dealing with what has been workable in the past but has not answered the expanding educational responsibilities of the junior colleges in Minnesota. It is time for specialists in library, audiovisual, curriculum, computer-aided instruction, and programmed instruction to begin working together for the establishment of the Learning Resource Centers in the state junior college system. We believe a new breed of specialist will emerge in this period of practical application

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and experimentation with learning resources. In the program the authors advocate specialized personnel such as Media Technicians, Audiovisual Technicians, and Library Technical Assistant s as well as the professionally prepared librarians and audiovisual specialists which are needed. It is possible for junior colleges to train some of the paraprofessionals needed while colleges and universities develop new programs for the professional materials and media specialists. Minnesota junior colleges are preparing to meet their responsibilities.

One of the immediate problems faced in organizing the instructional material services of the junior college was the selection of audiovisual materials and equip - ment. The following recommendation presents some general guidelines for the purchase of audiovisual hardware and software for a junior college of 500 students with a faculty of 23 members based on a student/faculty ratio of 22:1 *

EQUIPMENT GUIDELINES

5 overhead projectors
3 opaque projectors
5 record players (4 speed)
projection carts (1 per 3 to 6 pieces of equipment)
6 tape recorders
projection screens (1 per room with provisions for keystone elimination: or 1 per teaching station)
1 portable projection screen per building (adequate light control in each room)
1 dry mount press and tacking iron
1 paper cutter
1 16mm camera
1 8mm camera
1 35mm camera
1 rapid process camera
1 equipped darkroom
1 spirit duplicator
1 primary typewriter
1 light box
1 film rewind
1 film splicer
1 tape splicer
1 electrostatic copier
5 16mm sound projectors
1 8mm sound projector (cartridge type if desired)
7 combination filmstrip-slide projectors

*Ferris, Gene and Mendel Sherman, "Quantitative Standard for Audio-Visual Personnel, Equipment, and Materials," Audio Visual Center, Indiana University, 1965.

1 microfilm reader
1 microfiche reader
5 filmstrip previewers
storage cabinets according to needs
1 photocopier

OPTIONAL:
1 chalkboard (portable) per teaching station or building
1 video-tape recorder
1 studio-closed circuit TV
3 radio-receivers (AM-FM)
1 slide reproducer

MATERIALS GUIDELINES *

16mm films	250 titles per junior college (a junior college audio-visual cooperative plan could involve junior colleges in a multi-campus setting or a regional grouping, thereby reducing the number of films purchased per junior college)
filmstrips	1000 titles (with duplicates if needed)
recordings	500 (or as needed)

The following materials are to be purchased as needed:

8mm films	transparencies and transparency masters	study prints
2x2 slides	pencils for transparencies	maps
3½x4 slides	blackboards (if needed)	globes
	graphic materials (pens, brushes, ink, paint, etc.)	dioramas

Materials Budget

When starting the basic collection of films, filmstrips, microfiche and recordings, they should be considered as capital equipment and purchased as such. Special funds must be allocated for the initial phase. The continuation of the on-going materials program requires a continuing budget. DAVI recommends that no less than 1% of the average per student cost in the local school unit be used as a minimal criterion. If materials are to be rented, a portion of the budget must be set aside for that purpose. Salaries, construction, remodeling, business system hardware, etc., are not included in this recommendation.

Summary

When the junior college develops a materials center, the audiovisual program may necessarily be merged with the print program or other needed graphic and media programs. If this occurs, it is stressed that personnel needs are increased to meet

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* A rental program may be substituted for nonprint audio-visual library holdings. The authors suggest careful analysis of local needs, and cooperative use of large collections before any acquisition commitments are made.

needs for additional skills. It may be desirable to appoint a director to handle the entire materials-media program for the junior college to insure best efficiencies and economies.

One of Parkinson's laws states that work tends to increase in order to consume the time made available for its completion. If the various specialists involved were to give themselves three years to accomplish integration, it would take them three years; should they allow six months, it would take them six months. If specialists choose not to work toward an integrated and cooperative approach to education, someone outside the materials and media profession must make the choice for them.

If Minnesota junior colleges are to achieve the multiple goals of educating for 1) transfer, 2) vocational training, 3) general education, 4) community service, and 5) remedial work, it is our opinion that the junior college aims will be best accomplished through the unified and integrated approach in the use of materials and media found in a Learning Resources Center setting.

* * *

GET ON THE MOVE AND ORDER YOUR NEW FILMS
OUR 1968-1970 CATALOG OF 16mm FILMS WILL BE AVAILABLE IN LATE NOVEMBER.

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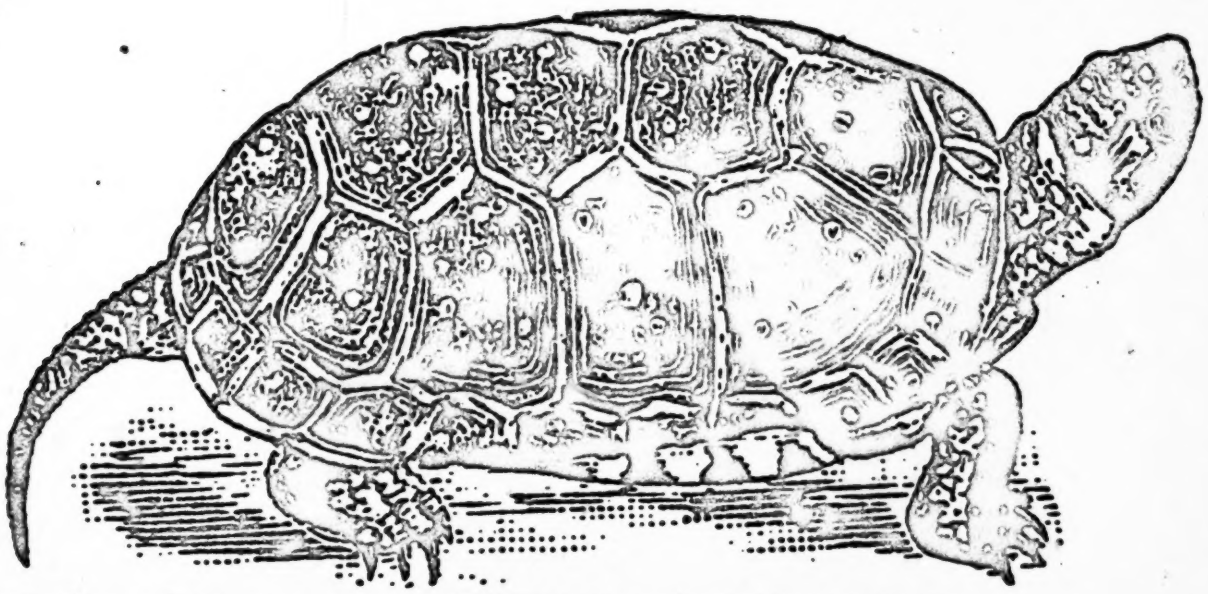

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